



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12901845
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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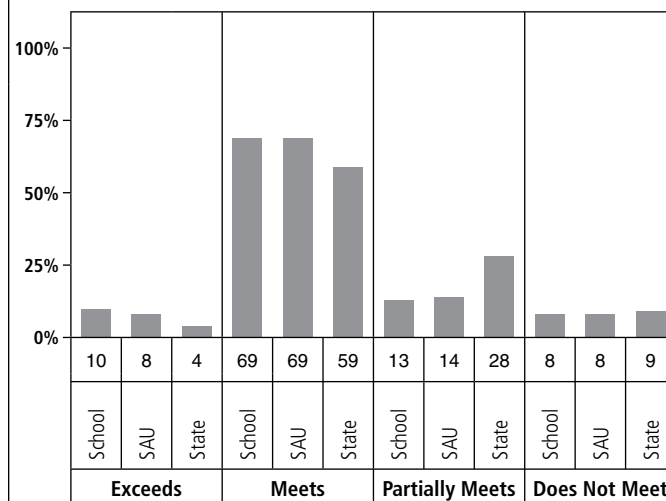
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

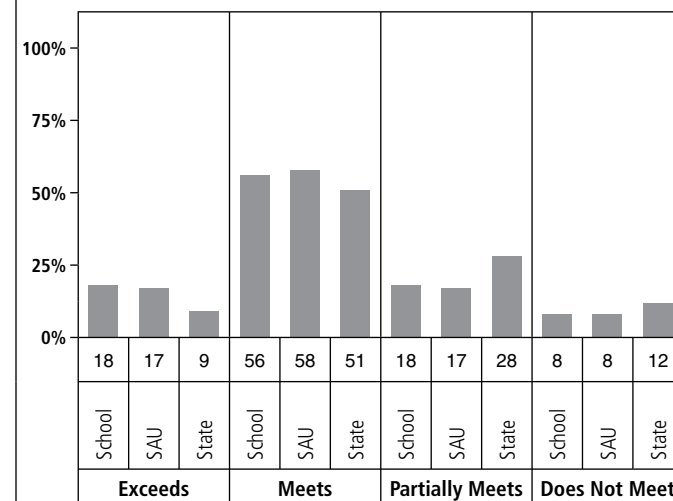
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	444	444	444
2006–2007	449	449	445
2007–2008	449	449	445
Cum. Avg. *	447	447	445
Mathematics			
2005–2006	449	449	444
2006–2007	454	454	445
2007–2008	449	449	445
Cum. Avg. *	450	450	445
Science & Technology			
2005–2006	444	444	444
2006–2007	450	450	444
2007–2008	446	446	444
Cum. Avg. *	446	446	444

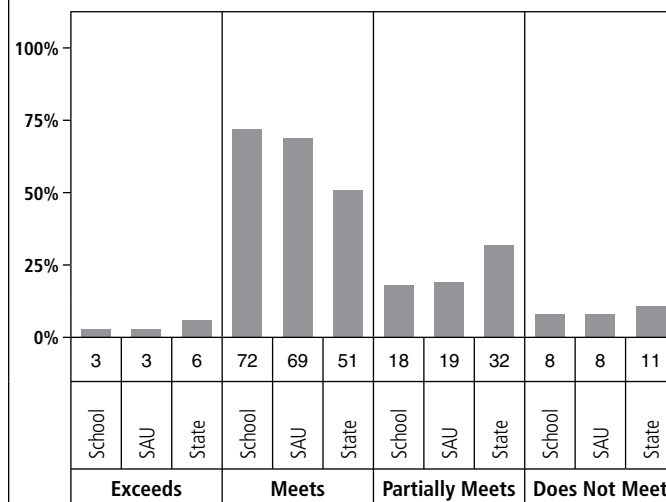
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	40	100	36	100	14207	100	40	100	36	100	14181	100	40	100	36	100	14123	100	40	100	36	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	2	5	2	6	263	2	2	100	2	100	259	98	2	100	2	100	262	100	2	100	2	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	38	95	34	94	13282	93	38	100	34	100	13264	100	38	100	34	100	13205	100	38	100	34	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	5	13	4	11	2524	18	5	100	4	100	2514	100	5	100	4	100	2498	99	5	100	4	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	12	30	11	31	5587	39	12	100	11	100	5569	100	12	100	11	100	5538	99	12	100	11	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	31	78	28	78	10755	76	31	78	28	78	10730	76	31	78	28	78	10776	76						
Identified disability (PET/IEP)	0	0	0	0	375	3	0	0	0	0	374	3	0	0	0	0	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	8	20	8	22	3298	23	8	20	8	22	3267	23	8	20	8	22	3215	23						
Identified disability (PET/IEP)	4	50	4	50	2013	61	4	50	4	50	1998	61	4	50	4	50	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	4	50	4	50	1046	32	4	50	4	50	1023	31	4	50	4	50	987	31						
Participation through alternate assessment (PAAP)	1	3	0	0	126	1	1	3	0	0	126	1	1	3	0	0	124	1						
Identified disability (PET/IEP)	1	100	0	0	126	100	1	100	0	0	126	100	1	100	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	2	1	2	601	4
	2006-2007	1	3	1	3	507	4
	2007-2008	4	10	3	8	559	4
	Cum. Total*	6	5	5	4	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	27	56	25	54	7910	57
	2006-2007	29	88	28	88	8749	63
	2007-2008	27	69	25	69	8308	59
	Cum. Total*	83	69	78	68	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	17	35	17	37	3970	29
	2006-2007	1	3	1	3	3467	25
	2007-2008	5	13	5	14	3922	28
	Cum. Total*	23	19	23	20	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	3	6	3	7	1421	10
	2006-2007	2	6	2	6	1165	8
	2007-2008	3	8	3	8	1264	9
	Cum. Total*	8	7	8	7	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	32.6	67.9	32.2	67.1	29.7	61.9
Literary Text	24	50	17.0	70.8	16.9	70.4	15.5	64.6
Informational Text	24	50	15.6	65.0	15.4	64.2	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA–READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	4	10	27	69	5	13	3	8	449	36	8	69	14	8	449	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	2										2						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	37	3	8	26	70	5	14	3	8	448	34	6	71	15	9	448	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2388	0	29	44	26	437
No	35	4	11	26	74	4	11	1	3	451	32	9	75	13	3	450	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	39	4	10	27	69	5	13	3	8	449	36	8	69	14	8	449	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	11	0	0	7	64	3	27	1	9	446	11	0	64	27	9	446	5502	1	47	37	14	441
No	28	4	14	20	71	2	7	2	7	450	25	12	72	8	8	450	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	39	4	10	27	69	5	13	3	8	449	36	8	69	14	8	449	14048	4	59	28	9	445
Gender																						
Female	24	4	17	15	63	3	13	2	8	450	22	14	64	14	9	449	6959	5	61	26	8	446
Male	15	0	0	12	80	2	13	1	7	448	14	0	79	14	7	448	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	5	0	0	4	80	1	20	0	0	446	5	0	80	20	0	446	1890	0	37	46	17	439
No	34	4	12	23	68	4	12	3	9	449	31	10	68	13	10	449	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	39	4	10	27	69	5	13	3	8	449	36	8	69	14	8	449	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	426	3	0	0	0	100	426	5	1	42	36	21	440
B. less than one hour	90	3	9	26	74	5	14	1	3	450	92	9	73	15	3	450	74	4	62	27	7	445
C. one to two hours	8	1	33	1	33	0	0	1	33	450	6	0	50	0	50	443	18	5	59	29	7	446
D. more than two hours	0										0						2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	3	23	10	77	0	0	0	0	455	36	23	77	0	0	455	30	6	63	24	7	446
B. They match some of what I have learned.	54	1	5	16	76	3	14	1	5	448	50	0	78	17	6	447	52	4	63	27	6	446
C. They match just a little of what I have learned.	10	0	0	1	25	2	50	1	25	440	11	0	25	50	25	440	12	2	46	37	15	441
D. There is no match.	3	0	0	0	0	0	0	1	100	426	3	0	0	0	100	426	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	2	17	10	83	0	0	0	0	455	28	10	90	0	0	454	35	7	66	20	6	448
B. good	38	2	13	11	73	1	7	1	7	449	39	14	71	7	7	449	51	3	60	29	7	445
C. fair	28	0	0	6	55	4	36	1	9	445	31	0	55	36	9	445	12	1	44	40	16	440
D. poor	3	0	0	0	0	0	0	1	100	426	3	0	0	0	100	426	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	4	67	1	17	1	17	447	17	0	67	17	17	447	19	2	46	34	17	442
B. about the same as my regular schoolwork	64	1	4	18	72	4	16	2	8	446	64	4	70	17	9	446	62	5	64	26	5	446
C. easier than my regular schoolwork	21	3	38	5	63	0	0	0	0	459	19	29	71	0	0	459	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	15	0	0	2	33	2	33	2	33	440	17	0	33	33	33	440	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	54	3	14	14	67	3	14	1	5	449	53	11	68	16	5	448	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	31	1	8	11	92	0	0	0	0	454	31	9	91	0	0	454	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	13	2	40	3	60	0	0	0	0	457	11	50	50	0	0	458	18	7	64	22	7	447
B. 20 minutes to an hour	49	1	5	14	74	3	16	1	5	448	50	6	72	17	6	448	55	4	64	26	6	446
C. less than 20 minutes	13	0	0	2	40	2	40	1	20	444	14	0	40	40	20	444	14	2	53	33	12	443
D. I rarely read at home.	26	1	10	8	80	0	0	1	10	449	25	0	89	0	11	447	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	21	0	0	5	63	1	13	2	25	443	19	0	57	14	29	442	23	3	50	34	13	442
B. six to ten pages	15	0	0	5	83	1	17	0	0	448	17	0	83	17	0	448	25	3	60	29	8	444
C. eleven or more pages	64	4	16	17	68	3	12	1	4	451	64	13	70	13	4	451	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	11	23	11	24	1294	9
	2006-2007	8	24	8	25	1054	8
	2007-2008	7	18	6	17	1321	9
	Cum. Total*	26	22	25	22	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	22	46	21	46	7000	50
	2006-2007	21	64	20	63	7394	53
	2007-2008	22	56	21	58	7079	51
	Cum. Total*	65	54	62	54	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	12	25	11	24	3784	27
	2006-2007	3	9	3	9	3729	27
	2007-2008	7	18	6	17	3955	28
	Cum. Total*	22	18	20	18	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	3	6	3	7	1894	14
	2006-2007	1	3	1	3	1735	12
	2007-2008	3	8	3	8	1642	12
	Cum. Total*	7	6	7	6	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.6	70.7	10.5	70.0	9.5	63.3
Cluster 2: Shape and Size	14	29	9.8	70.0	9.8	70.0	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.8	76.0	3.4	68.0
Cluster 4: Patterns	14	29	10.2	72.9	10.1	72.1	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	7	18	22	56	7	18	3	8	449	36	17	58	17	8	449	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	2										2						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	37	7	19	20	54	7	19	3	8	449	34	18	56	18	9	449	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2372	3	31	36	30	436
No	35	7	20	21	60	6	17	1	3	451	32	19	63	16	3	451	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	39	7	18	22	56	7	18	3	8	449	36	17	58	17	8	449	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	11	2	18	5	45	3	27	1	9	448	11	18	45	27	9	448	5472	5	41	35	19	440
No	28	5	18	17	61	4	14	2	7	450	25	16	64	12	8	450	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	39	7	18	22	56	7	18	3	8	449	36	17	58	17	8	449	13992	9	51	28	12	445
Gender																						
Female	24	2	8	16	67	4	17	2	8	448	22	5	68	18	9	447	6933	9	50	29	12	445
Male	15	5	33	6	40	3	20	1	7	452	14	36	43	14	7	453	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	5	0	0	4	80	1	20	0	0	445	5	0	80	20	0	445	1890	2	34	41	23	438
No	34	7	21	18	53	6	18	3	9	450	31	19	55	16	10	450	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	39	7	18	22	56	7	18	3	8	449	36	17	58	17	8	449	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	412	3	0	0	0	100	412	5	6	34	33	27	438
B. less than one hour	90	6	17	21	60	7	20	1	3	451	92	18	61	18	3	451	74	10	52	28	10	446
C. one to two hours	8	1	33	1	33	0	0	1	33	447	6	0	50	0	50	436	18	10	52	28	10	446
D. more than two hours	0										0						2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	39	3	20	11	73	1	7	0	0	455	40	14	79	7	0	454	38	13	56	23	8	448
B. They match some of what I have learned.	39	3	20	6	40	5	33	1	7	447	37	23	38	31	8	448	48	8	52	29	10	445
C. They match just a little of what I have learned.	18	1	14	4	57	1	14	1	14	445	20	14	57	14	14	445	10	4	35	39	22	439
D. There is no match.	3	0	0	0	0	0	0	1	100	412	3	0	0	0	100	412	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	5	38	7	54	1	8	0	0	458	33	33	58	8	0	457	35	16	55	20	8	449
B. good	51	2	10	13	65	4	20	1	5	448	50	11	67	17	6	449	48	7	52	31	11	445
C. fair	10	0	0	1	25	2	50	1	25	438	11	0	25	50	25	438	14	3	41	38	18	440
D. poor	5	0	0	1	50	0	0	1	50	430	6	0	50	0	50	430	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	0	0	2	50	0	0	2	50	434	8	0	33	0	67	427	15	4	38	33	25	439
B. about the same as my regular schoolwork	67	3	12	15	58	7	27	1	4	448	69	12	60	24	4	449	64	10	54	28	9	446
C. easier than my regular schoolwork	23	4	44	5	56	0	0	0	0	460	22	38	63	0	0	459	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	1	14	4	57	1	14	1	14	445	17	0	67	17	17	441	23	8	47	29	16	443
B. two or three days a week	51	3	15	11	55	4	20	2	10	449	50	17	56	17	11	450	36	11	54	27	9	447
C. two or three times each month	23	2	22	5	56	2	22	0	0	451	25	22	56	22	0	451	25	10	53	27	10	446
D. never or almost never	8	1	33	2	67	0	0	0	0	458	8	33	67	0	0	458	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	412	3	0	0	0	100	412	5	3	30	33	33	436
B. two or three days a week	10	1	25	2	50	0	0	1	25	450	11	25	50	0	25	450	19	8	50	30	12	445
C. two or three times each month	41	3	19	9	56	4	25	0	0	451	39	14	64	21	0	451	38	11	55	26	8	447
D. never or almost never	46	3	17	11	61	3	17	1	6	450	47	18	59	18	6	450	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	0	0	4	100	0	0	0	0	457	11	0	100	0	0	457	8	3	33	38	25	438
B. 30–45 minutes	41	3	19	8	50	4	25	1	6	449	42	13	53	27	7	448	27	6	48	33	13	443
C. 45–60 minutes	31	3	25	6	50	2	17	1	8	450	28	30	50	10	10	451	38	11	54	26	9	447
D. more than 60 minutes	18	1	14	4	57	1	14	1	14	445	19	14	57	14	14	445	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	3	6	3	6	751	5
	2006-2007	5	15	5	16	963	7
	2007-2008	1	3	1	3	882	6
	Cum. Total*	9	7	9	8	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	23	47	21	45	7251	52
	2006-2007	21	64	20	63	6824	49
	2007-2008	28	72	25	69	7130	51
	Cum. Total*	72	60	66	57	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	18	37	18	38	4514	32
	2006-2007	5	15	5	16	4382	32
	2007-2008	7	18	7	19	4433	32
	Cum. Total*	30	25	30	26	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	10	5	11	1458	10
	2006-2007	2	6	2	6	1735	12
	2007-2008	3	8	3	8	1546	11
	Cum. Total*	10	8	10	9	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.4	70.0	8.4	70.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.4	61.7	7.4	61.7	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.6	63.3	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.6	71.7	8.5	70.8	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	1	3	28	72	7	18	3	8	446	36	3	69	19	8	446	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	2										2						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	37	1	3	26	70	7	19	3	8	446	34	3	68	21	9	445	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2370	2	32	41	25	437
No	35	1	3	26	74	7	20	1	3	448	32	3	72	22	3	447	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	39	1	3	28	72	7	18	3	8	446	36	3	69	19	8	446	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	11	0	0	6	55	4	36	1	9	445	11	0	55	36	9	445	5470	3	41	39	18	440
No	28	1	4	22	79	3	11	2	7	447	25	4	76	12	8	446	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	39	1	3	28	72	7	18	3	8	446	36	3	69	19	8	446	13986	6	51	32	11	444
Gender																						
Female	24	1	4	15	63	6	25	2	8	446	22	5	59	27	9	445	6929	6	49	33	12	443
Male	15	0	0	13	87	1	7	1	7	447	14	0	86	7	7	447	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	5	0	0	0	0	5	100	0	0	436	5	0	0	100	0	436	1888	1	32	44	23	437
No	34	1	3	28	82	2	6	3	9	448	31	3	81	6	10	447	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	39	1	3	28	72	7	18	3	8	446	36	3	69	19	8	446	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	428	3	0	0	0	100	428	5	4	37	36	22	439
B. less than one hour	90	1	3	26	74	7	20	1	3	447	92	3	73	21	3	447	74	6	53	31	10	444
C. one to two hours	8	0	0	2	67	0	0	1	33	445	6	0	50	0	50	439	18	7	52	32	8	445
D. more than two hours	0										0						2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	23	0	0	9	100	0	0	0	0	450	25	0	100	0	0	450	24	9	53	28	10	446
B. They match some of what I have learned.	46	0	0	14	78	3	17	1	6	447	44	0	75	19	6	446	49	6	54	31	9	445
C. They match just a little of what I have learned.	28	1	9	5	45	3	27	2	18	444	28	10	40	30	20	442	21	4	47	36	13	442
D. There is no match.	3	0	0	0	0	1	100	0	0	434	3	0	0	100	0	434	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	21	0	0	7	88	1	13	0	0	449	19	0	86	14	0	447	25	9	53	27	10	446
B. good	46	1	6	12	67	4	22	1	6	446	47	6	65	24	6	447	54	6	55	30	9	445
C. fair	28	0	0	7	64	2	18	2	18	445	28	0	60	20	20	443	19	3	43	40	15	441
D. poor	5	0	0	2	100	0	0	0	0	449	6	0	100	0	0	449	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	15	0	0	4	67	1	17	1	17	447	14	0	60	20	20	445	22	5	45	35	15	442
B. about the same as my regular schoolwork	69	1	4	18	67	6	22	2	7	446	69	4	64	24	8	445	62	7	53	31	9	445
C. easier than my regular schoolwork	15	0	0	6	100	0	0	0	0	449	17	0	100	0	0	449	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	3	0	0	0	0	0	0	1	100	428	3	0	0	0	100	428	24	7	48	33	12	444
B. a few times a week	41	0	0	13	81	2	13	1	6	447	42	0	80	13	7	447	53	7	54	31	9	445
C. once a week	26	1	10	7	70	2	20	0	0	450	25	11	67	22	0	449	9	6	46	33	15	442
D. a few times a month	31	0	0	8	67	3	25	1	8	445	31	0	64	27	9	443	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	13	0	0	2	40	1	20	2	40	438	11	0	25	25	50	433	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	49	1	5	13	68	5	26	0	0	447	53	5	68	26	0	447	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	21	0	0	7	88	1	13	0	0	450	19	0	86	14	0	449	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	18	0	0	6	86	0	0	1	14	447	17	0	83	0	17	448	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											